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ABSTRACT

This packet on vocational assessment is one in a series of materials for use with career ladder students in the Middletown, Connecticut, Public Schools. Career ladder students are those ranging from the mentally retarded to the high-risk dropout in the regular education program. The document first explains the nature and purpose of vocational assessment. The following tests and assessment instruments are then described: (1) the Texas Education Agency's Steps in Vocational Assessment, (2) the California Occupational Preference System; (3) the Harrington/O'Shea Career Decision Making System; (4) the Picture Interest Exploratory Survey; (5) the Army Career Game Interest Inventory; (6) the P.A.Y.E.S.; (7) the Woodcock Johnson Psycho-Educational Battery; (8) the Woodcock Reading Mastery Tests; (9) the Wide Range Achievement Test; (10) the Brigance Diagnostic Inventory of Essential Skills; (11) the Stanford Achievement Test; (12) the Educational Evaluation and Remedial Assistance Mastery-Proficiency Exams; (13) the Talent Assessment Programs; (14) the PACG Inventory; (15) the American Association on Mental Deficiency's Adaptive Behavior Scale; (16) the C.I.T.E. Learning Styles Instrument; (17) the Career Maturity Inventory; (18) the Tests of Adult Basic Education; and (19) the Tri-County Cooperative Vocational Assessment forms, which include teacher assessment, prevocational behavioral checklist, vocational planning guide, assessment report, entrance criteria for local community jobs, work-related behavior assessment, job analysis, and an on-the-job rating form. (KC)

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CAREER LADDER: VOCATIONAL ASSESSMENT

MIDDLETOWN PUBLIC SCHOOLS

MIDDLETOWN, CONNECTICUT

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PROJECT STAFF

ARTHUR T. MULDOWNEY	:	Director of Adult and Vocational Education
LESLIE WILHELMSEN	:	Project Coordinator
MICHAEL AWDZIEWICZ	:	Staff
MARGARET CARBO		
DAVID CUNNINGHAM		
PATRICIA FOOTE		
LEO ZIROLLI		
ROGER COLE	:	CWE Staff
SEBASTIAN LISEO		
JOHN SKUBEL		
ANITA VALLEE		
SUSAN GUBILEE	:	JTPA Staff
CHERYL McLAUGHLIN		
DEBRA YOUNG		

INTRODUCTION

This packet is one in a series of materials available for use with Career Ladder students. These materials are available in the Cooperative Work Education and the Adult Education offices of the Middletown Public Schools.

Project materials include the Career Ladder Core Curriculum and the J.T.P.A. Addendum; the Career Ladder Assessment Manual; and the Career Ladder Training Packets.

Additional materials available to this program are curriculum guides for Career Exploration, CWE-DO and various vocational classes.

Persons wishing assistance in implementing this program should contact Arthur Muldowney, Middletown Public Schools, 311 Hunting Hill Avenue, Middletown, CT 06457.

Directory Information

Name _____ Date _____

School _____ Grade _____ Program _____

DOB _____ Reason for referral handicap/problem _____

_____

Summarize pertinent information according to the following areas:

I - Academic: List source of information in each area (test, teacher, etc.).

A. Reading -

B. Math -

C. Written Expression -

II - Psychomotor: (TAP, coursework, exhibited strengths or weaknesses).

A. Fine Motor -

B. Gross Motor -

III - Learning Style: (inventoried, observed, interviewed).

A. Modality: 1. Audio ____ 2. Visual_____ 3. Kinesthetic _____

B. Preferred mode of self-expression: 1. Verbal ___ 2. Written _____

C. Preferred environment: 1. Individual _____ 2. Group _____

IV - Job Interests: (general areas or clusters).

A. Expressed _____

_____

B. Assessed _____

_____

TO BE AFFIXED TO COVER OF CLIENT ASSESSMENT FOLDER

THE PURPOSE OF VOCATIONAL ASSESSMENT

There are several levels of vocational assessment. An important rule of assessment is to only test when necessary. Be sure to gather all existing pertinent information before beginning assessment. Also, your informal communication with the student during his interview, is a valuable component not to be underestimated. Talking with the student about his vocational interests and abilities should never be overlooked.

According to the Texas Education Agency vocational assessment should assess the following skills:

1. medical conditions
2. functional educational skills
3. prevocational and life skills
4. vocational aptitudes
5. vocational interests
6. work behaviors, attitudes and habits
7. specific job skills
8. physical and dexterity skills
9. job-seeking skills
10. career awareness
11. learning potential and style

The results of the vocational assessment should answer the three or four vocational assessment questions of that student. These important questions are posed by the evaluator during the assessment process. Such questions might be: What kinds of jobs are available that interest and are suited to his aptitudes? What school related programs are available? and What positive and negative work behaviors does he possess? If the assessment does not answer these vital questions, then the evaluator has not chosen his assessment tools wisely.

In summary, choose the vocational instruments wisely. Do not under or over test the student. Answer your vocational assessment questions by administering the correct informal and formal assessment tools.

TEXAS EDUCATION AGENCY

STEPS IN VOCATIONAL ASSESSMENT

Level I: gathering existing special education records, test data, student and parent interviews

Level II: vocational interest and aptitude tests

LEVEL I - VOCATIONAL ASSESSMENT

Level I consists of gathering and analyzing six types of data. The first type of data is special education information. This information is generally found in the student's eligibility folder. The following data should be researched: language, physical, sociological, emotional/behavioral, adaptive behavior and intellectual functioning. The student's needs and competencies as they relate to education and vocational education should be reviewed.

The second type of data is gathered at the informal interview with the student (See Appendix A - Student Interview). The student is interviewed about his vocational interests and competencies. Many times this interview is not given the importance it deserves. Communication with the student about his expressed job interests should give the evaluator valuable information. This information gives realistic direction to the vocational assessment.

Type three data consists of an informal conference or interview with the student's parents if the student is under eighteen (See Appendix B - Parent Interview). This interview may take place at the student's annual review meeting, personal contact, or by telephone. Do the parent's expectations coincide with the student's interests and abilities? The I.E.P. team or evaluator must make the parents aware of the student's interests and abilities as they relate to the vocational setting and the world of work.

The fourth type of data is the prevocational training information. The student's work habits, attitudes, and abilities as they relate to vocational education. This information should be collected by questionnaire or interview (Appendix C - Attitudinel Inv.).

The fifth type of data is the aptitude, achievement, and ability information. If the available information is not adequate, then a decision must be made if more assessment testing should be administered. Without the pertinent aptitude, achievement, and ability information, the proper career choices and guidance would not be successful (See Level II).

Type six data is investigating the cumulative records. Employers are apt to want this type of information. This information consists of grades, I.Q., attendance, and discipline records (See Appendix I).

The student's profile is then determined and matched with appropriate employment (See Appendix J - Job Analysis).

LEVEL II - VOCATIONAL ASSESSMENT

Two kinds of data are gathered in Level II assessment area. Vocational interest inventories and vocational aptitude tests are administered. Work samples or tasks or activities that simulate a specific job skill may be given to the student.

The following interest inventories are available for out use:

INTEREST-D

1. C.O.P.S.
2. CDM (Harrington/O'Shea)
3. PIES
4. Army Career Game
5. PAYES
6. Woodcock Johnson Part III

ABILITIES-E

1. Woodcock-Reading
2. WRAT
3. BRIGANCE
4. Stanford Acheivement
5. EERA Proficiency Exams
6. Woodcock Johnson Part II

APTITUDE-F

1. TAPS
2. P.A.C.G.
3. ABS
4. Woodcock Johnson Part I

OTHER-G

1. C.I.T.E.
2. Woodcock Johnson Part IV
3. CMI

ADULT (OF SPECIAL INTEREST)-H

1. CMI-Attitude
2. TABE
3. CMI-Competence
4. CDM
5. PAYES

Once the Level II assessments are completed, the team should review all the data and recommend a vocational plan for the student.

VOCATIONAL ASSESSMENT

INTEREST INVENTORIES

TEST	ABILITIES	ADULT (Special Interest)	APTITUDE	INTEREST	OTHER
ABS			✓		
Army Career Games				✓	
Brigance	✓				
CDM		✓			
C.I.T.E.					✓
CMI					✓
CMI - Attitude		✓			
CMI - Competence		✓			
C.O.P.S.				✓	
EERA Proficiency Exams	✓				
P.A.C.G.			✓		
PAYES		✓		✓	
PIES				✓	
Stanford Achievement	✓				
TABE		✓			
TAPS			✓		
Woodcock Johnson Psyco-Ed Battery Part I			✓		
Part II	✓				
Woodcock Johnson Psyco-Ed Battery Part III				✓	
Woodcock Johnson Psyco-Ed Battery Part IV					✓

TEST	ABILITIES	ADULT (Special Interest)	APTITUDE	INTEREST	OTHER
Woodcock Johnson Reading	✓				
WRAT	✓				

Appendix A1

STUDENT INTERVIEW

Student's Name:_____ Date:_____

Parent/Guardian Name:_____

Address:_____ Phone Number:_____

1. What kind of high school program would you like to take?

   Classes preparing for college ____

   Classes in which basic reading, math, writing, and world of work skills are taught ____

   1/2 day classes and 1/2 day work for school credit ____

2. What kind of skills would you like to learn in school? (e.g., math, reading, writing; spelling, job-seeking skills, job keeping skills, etc.)

   Please list:_____

   _____

   If a 1/2 day class-1/2 day work program was recommended for you during high school, would you consider such a program?

   Yes ____ No ____

4. What do you see yourself doing after high school? (circle one)

   College

   Jr. College

   Military

   Trade School

   Skilled employment (mechanic, welder, carpenter, etc.)

   Semi-skilled employment (grocery store, restaurant, factory, construction labor, etc.)

   Other____

5. List two jobs at which you think you could enjoy and succeed.

   _____

STUDENT INTERVIEW FORMAT*

Name: _____ Date: _____

Age:_____ Address:_____ Grade:_____ Age:_____

Attitudes toward handicap.

1. Do you have any sort of handicap?
2. Are you in a special education program? Which one? Why?
3. How do you feel about being in this program?
4. How do your family and friends feel about it?

Interests and activities.

5. What do you do in your leisure time? Sports? Hobbies? Church? etc.
6. Do you have any jobs at home? What?
7. What job do you think you would like to do and be good at?
8. What job(s) do you really think you would not like? Why?

Occupational and Career Awareness.

9. Name as many jobs as you can (up to 15).
10. Name three jobs available in a supermarket.
11. What are ways to find out about job openings?
12. What do employers look for when they hire someone?
13. What are some reasons people get fired from jobs?
14. What would an employer like about you? Not like?
15. What should you do if your are going to be late or absent from work?

Work and classroom preferences.

16. What teachers do you like best? Why? Which least? Why?
17. Do you like to work by yourself or with a group?
18. On a job, would you rather sit most of the time or move around a lot?
19. Would you rather work outside or inside, or both?
20. How would you feel about working where it is cold? Hot? Wet? Where there are dangerous things about?
21. What kinds of people do you *not* like to work with?

Educational interests.

22. What courses would you like to take? Which do you not want to take?
23. Would you like to enroll in vocational training now or later? What?

Functional Skills.

24. If you lived by yourself and had a job, what are some of the things you would *have* to spend your money on each month?
25. How much does it cost for groceries for two people each week if you cook at home?
26. Can you use a telephone? How do you dial emergency?
27. If you had a job, how would you get to work? Can you drive?
28. Do you go shopping by yourself? What do you buy?

Family.

29. How do your folks feel about your working?
30. Do they trust you?

*(Adapted from form developed at Region XX Education Service Center)

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Appendix B

PARENT'S INTERVIEW

Student's Name_____ Date:_____

Parent/Guardian Name:_____

Address:_____ Phone Number:_____

1. What kind of high school program would you like your child to take?

   Classes preparing for college____
   Classes in which basic reading, math, writing, and world of work skills are taught____
   1/2 day classes and 1/2 day work for school credit____

2. What kind of skills would you like your child to learn in school? (e.g. math, reading, writing, spelling, job-seeking skills, job keeping skills, etc.)

   Please list:_____

   _____

3. If a 1/2 day class-1/2 day work program was recommended for your child during high school, would you consider such a program?

   Yes____ No____

4. What do you see your child doing after high school?
   (circle one)

   College

   Jr. College

   Military

   Trade School

   Skilled employment (mechanic, welder, carpenter, etc.)

   Semi-skilled employment (grocery store, restaurant, factory, construction labor, etc.)

   Other

5. List two jobs at which you think your child could enjoy and succeed.

   _____

Parent Signature_____

Date_____

*Developed by the Tri-County Cooperative, Commerce TX 75428

Appendix C
Attitudinal Inventory

Objective: Students should become aware of their attitudes toward people and situations.

Learning Activities: Students should take the following attitude inventory to aquire a better knowledge of their attitude toward people and situations.

1. Do you make new friends easily?
2. Do you refrain from being a "complainer"?
3. Are you careful never to interrupt when another person is speaking?
4. Can you be optimistic when others around you are depressed?
5. Do you refrain from boasting or bragging?
6. Do you control your temper?
7. Are you genuinely interested in the other person's point of view?
8. Do you speak well of your employer?
9. Do you keep the same friends for years?
10. Do you feel well most of the time?
11. Do you use proper English?
12. Do you keep promises?
13. Are you at ease with the opposite sex?
14. Do you have good table manners?
15. Do you organize your work and keep up with it?
16. Do you get along well with your parents?
17. Do you readily admit your mistakes?
18. Can you be a leader without being "bossy"?
19. Is it easy for you to like nearly everyone?
20. Can you stick to a tiresome task without being "prodded"?
21. Do you finish each task you begin?
22. Do you realize your weaknesses and attempt to correct them?
23. Can you take being teased?
24. Do you avoid feeling sorry for yourself?
25. Are you courteous to your fellow workers?
26. Are you usually well groomed and neatly dressed?
27. Are you a good loser?
28. Do you enjoy a joke even when it is on you?

29. Do you like children?
30. Do you keep your own room in good order?
31. Are you aware of the rules of etiquette?
32. Do you refrain from giving alibis?
33. Are you tolerant of other people's beliefs?
34. Do you respect the opinions of your parents?
35. Do you introduce people easily and correctly?
36. Do you refrain from pouting when things go differently than you like?
37. Are you a good listener?
38. Can you speak before a group without feeling self-conscious?
39. Are you the kind of friend you expect others to be?
40. Do you accept compliments or gifts graciously?
41. Can you disagree without being disagreeable?
42. Do you like to give parties?
43. Are you "on time" for engagements?
44. Do you generally speak well of other people?
45. Can you take criticism without being resentful or feeling hurt?
46. Are you careful to pay back all loans, however small?
47. Are you always on time for your appointments?
48. Does your voice usually sound cheerful?
49. Can you work well with those you dislike?
50. Do you contribute to the conversation at the family dinner table?
51. Do you try as hard to get along with your family as with friends?
52. Do you like people who are much older than you?
53. Are you pleasant to others even when you feel "out of sorts"?
54. Are you free from prejudices?

Appendix D1

CALIFORNIA OCCUPATIONAL PREFERENCE SYSTEM (COPS)

Target Group: LD, ED

Summay:

The student is asked to rate in degrees of interest listed job activities.

Testing:

The COPS can be individually or group administered. The test takes one hour.

Reporting:

Cluster groups are reported.

D2

CAREER DECISION MAKING SYSTEM (Harrington/O'Shea)

Target Group: Secondary
Adult

Summary: Help individual discover kinds of jobs they might like, to help them obtain information about these jobs, and help them become aware of the careers available to them.

Testing: Completing the survey booklet ordinarily takes 25 to 50 minutes: this will vary widely depending on age and reading level. This test is hand scored.

D3

PICTURE INTEREST EXPLORATORY SURVEY

(P. I. E. S.)

Target Group: LD, ED, High EMR, Deaf

Summary:

This test is a series of slides showing people working with their hands. The student is asked to circle a number if he thinks he would like doing the activity.

Testing:

The P. I. E. S. can be individually or group administered. The test takes thirty minutes. No reading is required.

Reporting:

One answer sheet per student is needed. Each student's cluster interest areas are reported. It takes ten minutes to score.

D4

ARMY CAREER GAME - INTEREST INVENTORY

Target group: L, D, E.D., Regular

Summary:

This is an informal instrument designed to produce a career analysis for each student. The student is asked to reflect and provide a written response about values, personality, and learning style.

Test Results:

The test takes about one hour to administer. It can be individually or group administered. Results should only be used in addition to other vocational assessment information. It takes about fifteen minutes to score. It may be scored by the student.

D5

P.A.Y.E.S.

Target Group: Grades 9-12, High E.M.R., LD Handicapped (must have 5t6 grade reading level.

Summary: The P.A.Y.E.S. measures 3 attitudes: job holding skills, attitudes towards supervision and self-confidence. Also, the test measures 3 cognitive areas: job knowledge, job seeking skills and reasoning vocational interests.

D6, E6, F4, G2

WOODSTOCK JOHNSON PSYCHO-EDUCATIONAL BATTERY I, II, III, IV

Target Group: Ages 6 -Adult

Summary:

Part II is the educational component. It identifies the student's reading, language, arts, math, and general knowledge areas.

Testing:

The test takes one hour - one hour and a half to administer. The test is an individualized standardized test. The student is required to write or read.

Reporting:

The scores are reported in standarized scores, gradė levels, and percentiles. The scores are reported from superior to severly deficient, according to grade levels.

Appendix E1

WOODCOCK READING MASTERY TESTS

Target Group: Grades K - 12

Summary:

This test measures a wide range of reading skills. The subtests include: letter identification, word identification, word attack, word comprehension, and passage comprehension.

Testing:

The test is standardized, criterion-referenced, individually administered, and norm-referenced. The test takes 30 - 45 minutes to administer.

Reporting:

This test takes 20 - 30 minutes to score. The results are reported in grade level, percentile, relative mastery, achievement index, and reading range.

E2

WIDE RANGE ACHIEVEMENT TEST (W. R. A. T.)

Target Group: 5 years - Adult

Summary:

This test assesses skills in reading (word recognition), written spelling, and arithmetic computation. A reading comprehension score is not reported. The spelling is dictated.

Testing:

This is a standardized test. It can be administered individually and some subtests may be group administered. Some subtests are timed. The test takes 20 - 30 minutes.

Reporting:

This test takes 15 minutes to score. The results are reported in grade level, standard, percentile, and stanines.

E3

BRIGANCE DIAGNOSTIC INVENTORY OF ESSENTIAL SKILLS

Target Group: Grades 7 - 12

Summary:

This test assesses reading and academic skills and provides a systematic performance record to help teachers define instructional objectives and plan individualized educational programs. Reading, language arts, math, science, social studies, and vocational areas are assessed.

Testing:

The test takes 15 - 90 minutes depending on the purpose of the testing. The test is an individual criterion-referenced test. The test is untimed.

Reporting:

It takes 15 - 30 minutes to score. Grade level on some tests is reported.

E4

STANFORD ACHIEVEMENT TEST

The Stanford Achievement Test is administered to high school students in the 11th and 12th grades. The test measures English and mathimatical abilities of the student.

E5

EERA MASTERY - PROFICIENCY EXAMS

State mastery and proficiency testing in basic skills, math, language arts and reading. They are administered in grades 4th, 6th, 8th and 9th.

Appendix F1

TALENT ASSESSMENT PROGRAMS (TAP)

Target Group: All except TMR, ages 14 - adult

Summary:

TAP consists of ten tests of perceptual and dexterity skills that measure dexterity, visual and tactile discrimination, and retention of details. The subtests included are:

structural and mechanical visualization
discrimination by size and shape
discrimination by color
tactile discrimination
fine dexterity without tools
gross dexterity without tools
fine dexterity with tools
gross dexterity with tools
flowpath visualization
retention of structural and mechanical detail

Testing:

The TAP is formally administered. Testing time is 2 1/2 hours. All subtests are individually administered and no reading is required.

Reporting:

A talent quotient score is derived. A profile of percentile scores for each work sample is reported. Occupational cluster scores are reported.

F2

PACG INVENTORY

Target Group: TMR, EMR, LD, ED, Regular

Summary:

This is an informal checklist of worker behavior. The following vocational needs areas are assessed: attendance/endurance, independence, production, learning, behavior, communication skills, social skills, grooming/eating skills, and toileting skills. This instrument was designed by the Hartford Regional Center to assess and identify prevocational training needs, to analyze behavior, skill strengths and deficits, to derive program goals, and to evaluate performance after training has begun.

Testing:

This is not a formalized test. It is an informal testing and observation tool. Observation time may vary depending on the student and job observed.

Reporting:

A profile sheet is used in reporting. A workshop level is determined for each of the nine vocational needs areas. It takes thirty minutes to score.

F3

AAMD ADAPTIVE BEHAVIOR SCALE (ABS)

Target Group: TMR, EMR, LD, ED, Regular

Summary;

Ninety-five scale items including social and daily living skills and behaviors are assessed. Diagnostic and prescriptive information is attained. Needs, work habits, and daily living skills are assessed. The five factors assessed include: personal self-sufficiency, community self-sufficiency, personal-social responsibility, social adjustment and personal adjustment.

Testing:

The ABS can be formally or informally administered. The test is individually administered. No reading is required.

Reporting:

Two consumable profile result. The Instructional Planning Profile summarizes a student's scores on the twenty-one domains and yields a graphic profile. The Diagnostic Profile is used to attain the five factor scores. This single score can be compared to a norm group.

Appendix G1

C. I. T. E. LEARNING STYLES INSTRUMENT

Target Group: LD, ED, Regular

Summary:

This informal questionnaire is orally administered. Questions are asked and the student responds with most like me or least like me. He rates these questions from four through one. Areas assessed are visual-language, social-individual, auditory numerical, visual-numerical, social-group, kinesthetic-tactile, auditory-language, expressive-oral, and expressive written.

Testing:

This informal questionnaire takes fifteen minutes to administer. The student responds orally or writtenly to questions. He rates them on a scale from four to one.

Reporting:

The test takes fifteen minutes to score. A major, minor, and negligible use learning styles are reported.

G3, H1

CAREER MATURITY INVENTORY

C.M.I.

Target Group: Grades 6-12, adult.

Summary: CMI has been conceived and constructed to measure the maturity of attitudes and competencies that are critical in realistic career decision making.

Testing: The CMI can be individually or group administered. The test is divided into two sections: attitude and competence and is hand scored.

H2

TESTS OF ADULT BASIC EDUCATION

T.A.B.E.

Target group: Adult

Summary: T.A.B.E. are achievement tests in reading, mathematics, and language skills. They reflect language and content appropriate for adults, and measure the understanding and application of conventions and principles; they are not intended to measure specific knowledge or recall of facts.

Testing: The T.A.B.E. can be individually or group administered. The test is divided into three sections: reading, math, and language skills. The student is allowed approximately 45 minutes for each section. The tests are hand scored.

Appendix I

TRI-COUNTY COOPERATI E VOCATIONAL ASSESSMENT*
LEVEL I TEACHER ASSESSMENT

Name_____ Address:_____

Telephone:_____ Sex:___ Birthdate:___ SS#:_____

School:_____ District:_____ Race:_____

Name and Identity of Person Doing the Reporting:_____

_____ Date of Report:_____

Instructions

The purpose of this assessment is to gather information from you, the teacher, the student, and par ents to aid in instructional planning and appropriate program placement during his/her high scho years.

1. Use your experiential knowledge and information from the student's folder to answer the aca demic section.
2. Check only one column for each item of the Prevocational Behavior Checklist. Try to think i terms of the student's behavior in an on-the-job situation.
3. Conduct an informal interview with the parent(s) in person, by phone, or by sending the form home by the student to be completed and returned.
4. Conduct an interview with the student.

Academic

Test_____ Date of Test_____ CA___

Reading: Grade Level___

Stengths (use I.E.P.)_____

Weaknesses (use I.E.P.)_____

Math: Grade Level___

Strengths (use I.E.P.)_____

Weaknesses (use I.E.P.)_____

Written Expression: Grade Level___

Strengths (use I.E.P.)_____

Weaknesses (use I.E.P.)_____

WISC-R: Date of Test_____ CA___

Verbal IQ:___ Performance IQ___

Full scale IQ___

Subtests:

Block Design___ Object Assembly___ Coding___

Learning Styles

(circle one)

Does this student learn language better from hearing words spoken or from seeing words written on a blackboard?

Auditory Language Visual Language

Does this student learn math better from hearing numbers and oral explanations or from seeing numbers written down?

Auditory Numerical Visual Numerical

Does this student learn best by experience, doing, self-involvement—a combination of stimuli? Does this student seek to handle, touch, and work with what he/she is learning?

Yes No

Does this student express him/herself better orally or in writing?

Oral Expression Written Expression

Does this student learn better individually or in a group?

Individual Learner Group Learner

Does this student exhibit an ability to learn skills from repetition?

Little repetition Moderate repetition Much repetition

Motivational Cues

List effective reinforcers for this student (e.g., verbal approval, verbal disapproval, teacher reinforcement, parent reinforcement, peer reinforcement, concrete rewards— (money, grades, tokens, freetime, etc.)

_____

List ineffective reinforcers:_____

_____

Communication

(circle one)

A. Speech— (volume) soft moderate loud
(understandability) good poor: covers mouth with hand__ low volume__ speech impediment__

B. Eye Contact—generally present occasionally hardly ever none

C. General Reaction to one-to-one situation— relaxed somewhat nervous quite tense

D. Relevence of Responses—
pertinent to questions unrelated to questions initially pertinent, then rambles

E. Initiative—initiates conversational topics reponds to leader
answers briefly after direct question

F. General Attitude—polite sullen outgoing shy
cooperative uncooperative apparently motivated apathetic

Appendix J

PREVOCATIONAL BEHAVIORAL CHECKLIST

	Improvement Needed		
	Much	Some	N
I. JOB SKILLS			
A. Quality—This student's work does not have to be done over and is done in an acceptable manner.			
B. Quantity—Completes maximum amount of assigned work within a given time period.			
C. Ability to perform with supervision—Dependable, follows directions well, sticks to work until complete.			
D. Ability to perform without supervision—same as above but without supervision.			
II. JOB SEARCH SKILLS			
A. Applications—Can complete a job application with little or no assistance.			
B. Interview—Knows how to prepare for (review personal strengths and experience, grooming, dress, hygiene), locate, and interview with an employer.			
C. Sources of employment—Can list at least five sources of possible employment.			
III. PERSONAL CHARACTERISTICS			
A. Appearance—Cleaniness of body, clothing, shoes; appropriate grooming—hair, make-up, shave, etc.			
B. Personal Habits and Manners—Appropriate use of manners. Does not interrupt others; does not use loud or profane language.			
C. Attitude—Shows interest and enthusiasm for an assigned task. Accepts direction. Demonstrates a sense of loyalty.			
D. Industriousness—Demonstrates interest and initiative and enthusiasm. Stays on task.			
E. Effort—Works to the best of ability; applies self to task at hand; is cooperative, interested.			
F. Self-criticism—Realistically views own ability to do task; can see own shortcomings, makes effort to improve.			
G. Criticism from others—Accepts realistic criticism from peers and supervisors; attempts to improve. Wants to improve on required tasks.			
H. Self-concept—Feels good about self; realistic about personal strengths and weaknesses, self-confident; does not dwell on disabilities but tries to maximize strengths.			

PREVOCATIONAL BEHAVIOR CHECKLIST
(continued)

	Improvement Needed		
	Much	Some	No
IV. TIMING			
A. **Punctuality**—Arrives on time for class, from breaks, is on time for appointments.			
B. **Attendance**—Has appropriate attendance record.			
C. **Mobility**—Ability and willingness to get to work; ability to use public transportation if necessary; capable of arranging own mode of transportation to and from job.			
V. INTERPERSONAL			
A. **Social Skills-Personal**—Pleasant, outgoing, friendly; has characteristics which help the student to be more acceptable to fellow workers/students.			
B. **Worker-Relationships**—Ability to get along, fraternize, integrate, converse with fellow students/workers.			
C. **Supervisor/Teacher Relationships**—Ability to fraternize, converse, integrate with teacher/supervisor on a respectful plane.			
D. **Cooperation-Attitude**—Ability to work with others; recognizes necessity of cooperation.			
E. **Cooperation-Performance**—Able to perform as a member of a team effort; works smoothly with others; cooperates with others.			
F. **General Activity Level**—Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits.			
G. **Calmness with Change**—Ability to accept changes in situation without becoming upset; able to take directions, reprimands, suggestions without losing temper, or showing emotional outburst, or decrease in work production.			
H. **Attention**—Always pays close attention to work and directions; ability to center attention toward the teacher or supervisor.			

Appendix K

VOCATIONAL PLANNING GUIDE*

STUDENT:_____ GRADE:_____ DATE:____

My IEP = INDEPENDENCE + EMPLOYMENT + PAYCHECK ($)

I. Name three jobs or careers that you would like to try.

_____ _____ _____

II. Now list the things you will have to do or learn so you can be successful at each job or career.

1. _____ _____ _____
2. _____ _____ _____
3. _____ _____ _____
4. _____ _____ _____
5. _____ _____ _____
6. _____ _____ _____
7. _____ _____ _____

III. CIRCLE THOSE ITEMS WHICH YOU THINK YOU CAN DO IN A SCHOOL YEAR.

Guidelines for using: (1) Student should be given an explanation of why they are completing the guide and how it will be used. (2) Students should be told that the information may be shared with others. (3) Students should be told that they can change their minds about what they say.

*(Adapted from Project KEYE, Klein Independent School District, Spring, TX 77379)

Appendix L

TRI-COUNTY COOPERATIVE
VOCATIONAL ASSESSMENT REPORT FOR LEVELS I AND II*

Name:_____ Race:____

Date of Birth:_____ Sex:____

Grade:_____ Age:____

Date:_____ School:_____

Assessment Tools Used:

Intelligence:_____ Parent Interview:_____

Achievement:_____ Student Interview:_____

Interest: Reading Free Vocational Interest Inventory/Tri-County Teacher Assessment

Aptitude: GATB Dexterity Subtests

Level I

Academic

Intelligence: Test_____ Date of Test_____ CA_____

Verbal IQ_____ Performance IQ_____ Full Scale IQ_____

Achievement: Test_____ Date of Test_____ CA_____

I. Reading: Grade Level____

Strengths_____

Weaknesses_____

II. Math: Grade Level____

Strengths_____

Weaknesses_____

III. Written Language: Grade Level____

Strengths_____

Weaknesses_____

Learning Styles (from teacher observation)

I. Preferred language learning style? Auditory____ Visual____

II. Preferred numerical learning style? Auditory____ Visual____

III. A-V-K-T learner? Yes____ No____

IV. Preferred mode of self expression? Verbal____ Written____

V. Preferred learning environment? Individual____ Group____

VI. Repetition____

Motivational Cues (from teacher observation)

I. Effective reinforcers:_____

II. Ineffective reinforcers:_____

Prevocational Skills (from teacher evaluation and observation)

	Strength	Partial Strength	Weakness
I. Job Skills			
A. Quality	—	—	—
B. Quantity	—	—	—
C. Performance with supervision	—	—	—
D. Performance without supervision	—	—	—
II. Job Search Skills			
A. Filling out a job application	—	—	—
B. Interviewing	—	—	—
C. Employment Sources	—	—	—
III. Personal Characteristics			
A. Appearance	—	—	—
B. Personal Habits and Manners	—	—	—
C. Attitude	—	—	—
D. Industriousness	—	—	—
E. Effort	—	—	—
F. Self-Criticism	—	—	—
G. Criticism from others	—	—	—
H. Self-Concept	—	—	—

	Strength	Partial Strength	Weakness
IV. Timing			
A. Punctuality	—	—	—
B. Attendance	—	—	—
C. Mobility	—	—	—
V. Interpersonal			
A. Social Skills—Personal	—	—	—
B. Worker-Relationships	—	—	—
C. Supervisor/Teacher Relationship	—	—	—
D. Cooperation—Attitude	—	—	—
E. Cooperation—Performance	—	—	—
F. General Activity Level	—	—	—
G. Calmness with change	—	—	—
H. Attention	—	—	—
VI. Communication			
A. Speech volume Speech understandability	—	—	—
B. Eye Contact	—	—	—
C. One-to-one interaction	—	—	—
D. Responding	—	—	—
E. Initiative	—	—	—
F. General Attitude	—	—	—

Parent Interview

I. High School program preference_____

II. High School skills preference_____

III. Consideration of work/study placement: Yes____ No____

IV. Post-high school expectations_____

V. Job expectations_____

Student Interview

I. High School program preference_____

II. High School skills preference_____

III. Consideration of work/study placement: Yes___ No___

IV. Post-high school expectations_____

V. Job expectations_____

Level II

I. Interests: Test_____ Date:_____

High Interests:_____

Low Interests:_____

II. Aptitudes

GATB Apparatus tests

Manual Dexterity

Place (M) Trial 1___ 2___ 3___ Total___ CS___

Turn (N) Trial 1___ 2___ 3___ Total___ CS___

Total___

Finger Dexterity

Assemble (O) RS___ CS___

Disassemble (P) RS___ CS___ Total___

Wechsler Subtests

Block Design_____visualization, reproducing an abstract design

Object Assembly_____visual retention, immediate memory recall, reproducing familiar forms, simple assembly skills

Coding_____motor speed and accuracy, visual memory, dealing with a new situation

Recommendations

Is Level III assessment recommended? Yes___ No___

_____ Diagnostician

_____ VAC

_____ Special Education Teacher

*Developed by Tri-County Cooperative, Commerce TX 75428

Appendix M

LEVEL II VOCATIONAL ASSESSMENT REPORT*

Student:_____ Date of Birth:_____

Current Grade:_____ Age:_____ Sex:_____

Evaluation Period:_____ Referred By:_____

Evaluator (s):_____ School:_____

Handicapping Condition:_____

_____

Relevant Medical Data:_____

_____

Visual Data:_____

_____

Audiological Data:_____

_____

Educational/Social Data:_____

_____

Language Dominance:_____

_____

Reason for Referral:_____

_____

EVALUATION RESULTS:

I. Vocational Interest and Knowledge (Assessed Interests):

	Highest Interests:	Lowest Interests:
1.	_____	_____
2.	_____	_____
3.	_____	_____

Tests Administered:_____

B. Expressed Interests:

C. Are the student's vocational goals and interests realistic?

D. Vocational Class Placement Recommendations:

Based on expressed interests, assessed aptitudes and demonstrated abilities, it is recommended that the most appropriate vocational classes are:

1. _____
2. _____
3. _____

	Superior	Above Average	Average	Below Average	Poor	Not Observed	Level of Difficulty to High	Handicap Prevents Rating	Will Tolerate
II. Vocational Traits									
A. Physical Capabilities (Strength: lifting, carrying, pushing):									
1. Sedentary Work (S-10 lbs. maximum)									
2. Light Work (L-20 lbs. maximum)									
3. Medium Work (M-50 lbs. maximum)									
4. Heavy Work (H-100 lbs. maximum)									
5. Very Heavy Work (V-120 + lbs. maximum)									
B. Climbing/Balancing									
C. Pushing/Pulling									
D. Reaching									
E. Handling									
F. Fingering									
G. Talking									
H. Hearing									
I. Visual Acuity									
J. Work Environment									
1. Inside									
2. Outside									
3. Cold									
4. Heat									
5. Fumes/Dust/Odor									
6. Smoke									
7. Noise									
8. Wet/Damp									
9. Dirt									

Tests Administered: _____

III. Vocational Aptitudes:

A. Fine Motor Dexterity									
B. Gross Motor Dexterity									
C. Manual Dexterity without tools									
D. Manual Dexterity with tools									
E. Bi-Manual Dexterity									
F. Eye-Hand Coordination									
G. Muscle Power									

	Superior	Above Average	Average	Below Average	Poor	Not Observed	Level of Difficulty too High	Handicap Prevents Rating
H. Persistent Control								

Tests Administered: _____

IV. Work Habits (to be completed by teachers and evaluators:								
A. Attendance								
B. Punctuality								
C. Works well independently								
D. Cooperativeness with teachers								
E. Cooperativeness with peers								
F. Concentration (attention span and distractibility)								
G. Reaction to constructive criticism								
H. Completes assignments								
I. Ability to learn new material								
J. Personal cleanliness								
K. Grooming and appropriate dress								
L. Attention to detail (work quality)								
M. Organization of work task procedure								
N. Work pace or speed								
O. Follows rules and regulations								

Comments:

_____

_____

V. Methods of Learning:									
A. Written instructions									
B. Verbal instructions									
C. Manual communication									
D. Demonstrated instructions (includes audio and/or visual aids)									
E. Physical prompting									

F. Other _____

Comments: _____

_____

Signature: _____ Date: _____

*Developed by the Texas Vocational and Work Adjustment Association task force and the Texas School for the Deaf Vocational Evaluation Center.

Appendix N

ENTRANCE CRITERIA FOR LOCAL COMMUNITY JOBS

JOB TITLE: _____

JOB LOCATION: _____

MINIMUM ENTRANCE CRITERIA:

EDUCATIONAL SKILLS:

MATH: _____

READING: _____

LANGUAGE: _____

PHYSICAL SKILLS:

HEARING: _____

VISION: _____

SPEECH: _____

GROSS MOTOR: _____

FINE MOTOR: _____

SOCIAL SKILLS:

EMPLOYER RELATIONS: _____

EMPLOYEE RELATIONS: _____

Appendix O

WORK-RELATED BEHAVIOR ASSESSMENT

Name:_____ Date:_____
Teacher:_____ Class:_____

Directions: Using the scale below, rate each behavior by circling a number that best describes th student's behavior

1-Strongly disgree 2-Disagree 3-Undecided 4-Agree 5-Strongly agree

ITEM	RATING	COMMENTS
LEARNING STYLE		
Follows written directions	1 2 3 4 5	_____
Follows oral directions	1 2 3 4 5	_____
Follows directions with demonstration	1 2 3 4 5	_____
Follows directions with physical guidance	1 2 3 4 5	_____
Good attention span	1 2 3 4 5	_____
ATTITUDE		
Likes this class	1 2 3 4 5	_____
Works well under supervision	1 2 3 4 5	_____
Eager to learn	1 2 3 4 5	_____
Works well alone	1 2 3 4 5	_____
Works well with others	1 2 3 4 5	_____
PHYSICAL CHARACTERISTICS		
Has good grooming	1 2 3 4 5	_____
Good dexterity and coordination	1 2 3 4 5	_____
Can handle the job physically	1 2 3 4 5	_____

Needed modification:_____

_____

Other comments:_____

_____

Appendix P

STUDENT/EVALUATOR FEEDBACK

Student: _____ Date: _____

Evaluator: _____ Job Placement: _____

Briefly state your concern about your job placement. do you wish your evaluator to: (Check one or more)

telephone _____ visit job placement _____ return feedback form____

Concern:

Action/Modifications:

Appendix Q

JOB ANALYSIS FORM*

JOB AREA: _____ JOB TITLE: _____

Business: _____ Address: _____

Phone: _____ Number employed: _____

Person interviewed: _____ Position: _____

Interviewer: _____ Date: _____

1. **Qualifications**

Age: Min.____ Max.____ Sex preference: Male____ Female____

License: _____ Bond: Yes____No____ Cost:_____

Union: Open____ Union____ Required? Yes____ No____Fee/dues:_____

Local name:_____ Address:_____

Experience required:_____

Tests given:_____

Application: Forms needed. Yes____ No____ Comment:_____

Assistance in filling out forms. Yes____ No____ _____

Personal interview? Yes____ No____ Comment: _____

Health requirements:_____

_____

Medical examination: Yes____ No____ Comment:_____

Physical requirements: _____

_____

Hearing: Exceptional_____ Average_____ Not important_____

Vision: Exceptional_____ Average_____ Not important_____

Speech: Exceptional_____ Average_____ Not important_____

Carry/lift:_____ Stand/walk:_____

Crouch/bend:_____ Reach/climb:_____

Academic skill requirements: Grade____ Comment:_____

Language: Grade____ Comment:_____

Reading: Grade____ Comment:_____

Writing: Grade____ Comment:_____

Math: Grade____ Comment:_____

Personality requirements:

Emotional stability:_____

Manners:_____

Appearance:_____

Other:_____

Manual skills required:

Manual dexterity:_____

Fine-motor dexterity:_____

Speed:_____

Precision:_____

Tools and machines used:_____

_____

2. Working conditions:

Wages: Pay period:____ Amount:____ Overtime:____

Raise potential:_____

Hours: Amount:____ Work schedule:_____

Job stability: Temporary:____ Permanent:____ Seasonal:_____

Benefits: Vacation:_____

Illness:_____ Medical insurance:_____

Pension:_____ Workmen's comp._____

Other:_____

Hazards:

Physical:_____

Health:_____

Emotional/moral:_____

Surroundings: General desc._____

Inside/out:_____ Noise level:_____

Temperature:_____ Wet/dry:_____

Supervision: Degree (much/little)_____

Position of supervisor:_____ Type of supervision:_____

Warm/democratic_____ Impersonal_____ Autocratic_____

Employee interaction: Works alone____ With a group____ Describe:_____

_____

Promotion possibilities:_____

Initial training: By whom?_____ How?_____

3. Job Tasks:

Task	Machine/Tool	Ability

*Adapted from form developed for use in Arlington (VA) County Schools

Appendix R

ON-THE-JOB RATING FORM

Job:_____ Student:_____

Date:_____ Rater:_____

Directions: Place an "X" in the appropriate column next to the behavior which best describes the student's work behavior while on the job.

CHARACTERISTICS	RATING		
	Low	Average	High
SOCIAL SKILLS			
1. Communication with others			
2. Employee and customer relations			
3. Independent worker			
4. Team worker			
BASIC SKILLS			
5. Works at a consistent rate of speed			
6. Has good attendance record			
7. Stays on schedule			
PERFORMANCE ON JOB			
8. Accuracy			
9. Dexterity			
10. Decision-making ability			
11. Ability to follow directions			
12. Memory			
13. Safety skills			
TOLERANCE			
14. Repetitiveness			
15. Perseverence			
16. Physical stamina			